DOCUMENT RESUME

ED 300 352 SP 030 657

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TITLE Teachers Teaching Teachers: A Study in Staff Development for Improving Teacher Effectiveness.
INSTITUTION Indiana State Univ., Terre Haute. Professional School Services.
SPONS AGENCY North Spencer School Corp., Dale, IN.
PUB DATE Jul 88
NOTE 48p.; For related documents, see SP 030 656-659.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Attitude Measures; *Collegiality; Elementary Secondary Education; *Peer Teaching; Self Evaluation (Individuals); *Student Evaluation of Teacher Performance; *Teacher Attitudes; *Teacher Effectiveness
IDENTIFIERS *Teachers Teaching Teachers

ABSTRACT

The purpose of this study was to determine the effects of Teachers Teaching Teachers, a peer coaching program, upon public school educators' attitudes toward various professional and personal factors. A total of 49 educators participated from November, 1987 to May, 1988. At the conclusion of the study, tests were administered to all participants. Two attitude surveys were also administered to students to determine their perception of their teacher's effectiveness. The mean scores were compared to determine the project's effectiveness. The results indicated gains in eight of the 11 tests but none were statistically significant. The three decreases also were not significant. The program appears to be most effective in the area of collegial support and in increasing the students' (grades 5-12) perception of their teachers' effectiveness. Data are displayed in tables and the questionnaires are appended. (Author/JD)

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TEACHERS TEACHING TEACHERS:
A Study in Staff Development
for Improving Teacher Effectiveness

Prepared for the

North Spencer School Corporation

Dale, Indiana

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July, 1988

SP030657

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Abstract

The purpose of this study was to determine the effects of Teachers Teaching Teachers, a peer coaching program, upon public school educators' attitudes toward various professional and personal factors.

A total of 49 educators participated from November, 1987 to May, 1988. At the conclusion of the study, tests were administered to all participants. Two attitude surveys were also administered to students to determine their perception of their teacher's effectiveness. The mean scores were compared to determine the project's effectiveness.

The results indicated gains in eight of the eleven tests but none were statistically significant. The three decreases also were not significant. The program appears to be most effective in the area of collegial support and in increasing the students' (grades 5-12) perception of their teachers' effectiveness.

Background of the Problem

Professional mortality is eroding both the number and the quality of our nation's teachers. In an unprecedented fashion, the once revered teaching profession is now the target of potshots from sources as vried as the media, the Department of Education, and justifiably concerned parents. Combined with the inherent stress of the job, these factors cause approximately 50 percent of teachers to leave the profession within five years (p. 33). Further, Stone reveals that mong the first to leave are the most academically able (Stone, 1987).

What can be done to stop the mass exodus of the "best and brightest?" What help can be given to those who are struggling on the frontlines in our classrooms? Rodriguez and Johnstone (1986) remind us that "teaching can be a very lonely profession" (p. 99). As any strategian knows, a single soldier can never win the entire war. Just as the G.I. in the foxhole receives assistance, supplies, and guidance from an entire support network, so should the teacher be revitalized, encouraged, and challenged by a similar system.

One of the most effective methods of providing that system seems to be through a collegial support group. Within the confines of such a group, teachers could begin to think of one another as resources (Bang-Jensen, 1986, p. 62) and learn by sharing their successes and failures with one

another (Westcott, 1987, p. 30). Colleagues, according to Alfonson and Goldsberry (1982), have "the value of proximity, immediacy, and a first-hand knowledge of the other's work-space" (p. 101). Who, then, could be better equipped to help teachers maintain their current levels of effectiveness and challenge them to strive for higher levels than fellow teachers?

Unfortunately, administrators sometimes "fail to recognize the considerable knowledge and expertise in their own teaching staffs" (Westcott, 1987, p. 30). As a result, many inservice programs are one-day sessions which Smith-Westberry and Job (1986) believe are viewed by teachers as "disorganized, dull, and irrelevant to their needs" (p. 135). In addition, Rodriguez and Johnstone (1986) note that teachers resist having others "diagnosing and prescribing for them" (p. 87). Perhaps the worst failure of these inservice efforts is the lack of any follow-through (Van Cleaf & Reinhartz, 1984, p. 167). Obviously, real growth is more probable through a program that offers "follow-up practice, coaching, and peer support" (Rodriguez & Johnstone, 1986, p. 88). The solution, then, would appear to be some type of collegial group.

Among the different approaches under the broad spectrum of peer collaboration, "coaching" is the one selected for this Spencer County study. Coaching, as defined by its originators, Joyce and Showers (Servatius & Young, 1985, p. 50), is "class follow-up by a supportive advisor who helps a teacher correctly apply skills learned in training."

Servatius and Young were responsible for establishing a pilot program in Santa Clara County, California, through the Educational Development Center, which offers programs to 33 local school districts. The most productive outcome of the successful first year was that "teachers who receive both training and coaching are implementing the trained skills correctly and consistently" (1985, p. 53). This contention is supported by others, including Martin Brooks (1985) who states that "peer teaming and peer observation are critical" (p. 26) to the implementation and success of the Cognitive Levels Matching Project in Shoreham, New York. Additionally, Van Cleaf and Reinhartz (1984) claim that the success of their "Perceivers and Non-Perceivers" program is largely due to the members of the teams coaching one another (p. 170).

Coaching is, ideally, an on-going process of teachers coaching or training one another (Showers, 1985, p. 44). It provides a uniquely individualized form of instruction which provides the advantage of being both emotionally and professionally supportive (Stone, 1987, p. 34). In fact, Showers (1985) says that coaching has several purposes:

1. To build a community of teachers who continuously engage in the study of their craft.

2. To develop the shared language and set of common understandings necessary for the collegial study of new knowledge and skills.

3. To provide a structure for the follow-up to training that is essential for acquiring new teaching skills and strategies (p. 33-34).

Although the presentation of every new skill begins with an assigned, trained coach, each team member, by the latter development of a skill, is able to be both coach and student. Through the process of coaching, teachers are brought to a point of collaboration and sharing, which, according to Bang-Jensen (1986), is an "effective, efficient way to improve instruction and to encourage teacher growth" (p. 56). Confidence, both in themselves and in the support group, inevitably begins to have a positive effect on teachers' performances in the classroom and on their attitudes toward teaching and the educational environment.

Servatius and Young (1985) offer possible reasons for the success of coaching. The first is accountability, the fact that collegial support and commitment is in the same building, not in the central office. Second, support and companionship develop among the team members, extending beyond the learned skill. Third, specific feedback is offered so participants are encouraged in correct skill implementation and helped with observed difficulties (p. 53).

If Teachers Teaching Teachers is an effective staff development program, than the attitude and beliefs of participating teachers and their students should improve significantly.

In response to a survey of inservice education, one consultant reported that his most successful results came from "continuous work with a school" (Tomlinson, 1986,

p. 110). If an outside consultant has the best success when his work is done on an on-going basis, the apparent solution to teacher inservice training is to use those who are already present on a continuous basis and already familiar with the school, the personnel, and the needs. To be successful, however, such a program must, before preparation and presentation, determine the needs of the participants (Smith-Westberry, 1986, p. 135) and then reflect those needs. Additionally, proper follow-through will continue to supply both professional and emotional support. Just such an approach to peer coaching, the Teachers Teaching Teachers program, was used in the Spencer County study. The anticipated results are that the experimental group which participated in the coaching will indicate an increased positive perception of their colleagues, their students, the administration, and themselves and will view their profession and the methods of staff development more favorably.

Statement of the Problem

General statement of the problem: What effect will Teachers Teaching Teachers have on public school educators?

Specific statement of the problem: Will the Teachers Teaching Teachers program increase, both personally and professionally, the attitudes and perceptions of the participants?

Hypotheses: Following are the ten hypotheses needed to test the effectiveness of the Teachers Teaching Teachers program:

1. Teachers Teaching Teachers will increase the teachers' acceptance of others significantly.
2. Teachers Teaching Teachers will increase the teachers' acceptance of self significantly.
3. Teachers Teaching Teachers will increase the teachers' attitude toward teaching significantly.
4. Teachers Teaching Teachers will increase the teachers' attitude toward coaching significantly.
5. Teachers Teaching Teachers will increase the teachers' attitude toward administration significantly.
6. Teachers Teaching Teachers will increase the teachers' perception of student attitudes and self concept significantly.
7. Teachers Teaching Teachers will increase the teachers' perception of other teachers.

8. Teachers Teaching Teachers will increase the teachers' perception of the concept of differentiated staffing.

9. Teaches Teaching Teachers will increase elementary students' (K-4) perception of their teachers' effectiveness.

10. Teachers Teaching Teachers will increase the secondary students' (5-12) perception of their teachers' effectiveness.

Method

Subjects. Forty-nine professional educators participated in the training program. All were employed by the North Spencer School Corporation in Dale, Indiana.

Treatment. All subjects attended regular sessions of the Teachers Teaching Teachers program. They were instructed by a cadre of teachers who had previously completed the training.

Assessment. Subjects were pretested prior to the beginning of instruction and were also tested at the conclusion of the training. The following affective measures were used to measure progress:

#	MEASUREMENT	ITEMS	TYPE OF INSTRUMENT
(1)	Self Concept	36	Likert Scale
(2)	Perception of others	28	Likert Scale
(3)	Total of (1) and (2)		Likert Scale
(4)	Attitude toward teaching	30	
(5)	Peer Coaching	15	Osgood's Semantic Differential
(6)	Administration	15	Osgood's Semantic Differential
(7)	Perception of Student Attitude	15	Osgood's Semantic Differential
(8)	Other teachers	15	Osgood's Semantic Differential
(9)	Differential staffing	15	Osgood's Semantic Differential
(10)	Elementary students' perception of teachers	17	Likert Scale
(11)	Secondary students' perception of teachers	32	Likert Scale

Tests were machine scored. All measures have yielded reliabilities above 90 in previous administration. Examples

of each of the scales are contained in Appendix B of this report.

Analysis. Results were analyzed by student non-correlated to tests. The Statistics with Finesse statistical package was used to perform the statistical calculation. Results were tested at the .05 level.

Results

Complete results are contained in Appendix A of this report. A summary of the results is contained in the Table. From the table, it can be observed that there were small increases in eight of the eleven variables measured. Although none of the gains were large enough to be statistically significant at the .05 level, the secondary (grades 5-12) students' perception of their teachers did increase enough to approach statistical significance.

Three variables showed small decreases between pretest and posttest. From the Table it can be observed that the only one of these that approaches significance in the teachers' attitude toward the administration.

It is a fair generalization that most, but not all, measures increased. However, the gains were not large enough to be statistically significant.

Table 1. Summary Statistics for Analysis of Results (N = 49)

	Pretest Mean	Posttest Mean	(Items/ Possible Points)	T Value	Significance Level
FACULTY					
Attitude Toward Teaching	122.5	125.1	30/150	.93	.19
Self Concept	150.4	151.1	36/180	.25	.40
Perception of Others	105.7	105.8	28/140	.05	.48
Total of Self and Others	256.0	256.9	64/320	.24	.40
Attitude/ Coaching	78.4	80.8	15/105	.73	.24
Attitude/ Administration	80.4	74.6	15/105	-1.50	.07
Perception/ Student Attitude and Conduct	82.3	83.4	15/105	.38	.36
Attitude/ Other Teachers	85.8	85.7	15/105	- .02	.50
Attitude/ Differentiated Staffing	67.8	68.1	15/105	.08	.46
STUDENT					
Elementary (K-4) (N = 43)	44.6	44.2	17/85	- .64	.27
Secondary (5-12) (N = 44)	105.5	111.4	32/160	1.38	0.08

Discussion, Conclusions and Recommendations

Although gains were common to almost all of the studies, none of the results proved to be statistically significant. Several factors may have contributed to the lack of significance in the gain scores.

First, the candidates who were selected were chosen to participate because of their dedication to and involvement in the teaching profession. Consequently, it may have been difficult to produce dramatic improvements due to the interaction of genuine gains and regression to the mean. Furthermore, many of the educators may have been functioning at peak efficiency before the training began.

Second, the brief duration of the program may have contributed to the lack of uniformly larger gains.

Third, since their effort represented a first attempt in instruction by a cadre of trained teachers, there was much to be learned by trial and error. What has been learned can contribute to greater success in future endeavors.

Finally, the evaluation process itself must be conducted with great care in order that instruments are administered uniformly and in a manner that will both ensure reliable measurement and attention to the proper completion of the instruments.

The project has been one that is well conceived and future efforts in this kind of staff development will determine whether statistically significant gains are to be expected.

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Appendix A

Test Results and Summary Statistics

Summary Statistics for Self Concept Test

THE 49 SCORES FOR GROUP 1:

	168	157	161	153	157	1
28	155	150				
	156	154	149	165	157	1
41	143	146				
	152	152	134	151	169	1
53	147	166				
	149	151	159	151	175	1
55	165	141				
	139	149	159	133	177	1
45	142	134				
	133	130	127	139	160	1
40	161	139				
	151					

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Self

THE 40 SCORES FOR GROUP 2:

	127	150	152	143	153	1
51	139	154				
	114	161	138	148	163	1
57	140	172				
	139	165	132	130	155	1
34	146	178				
	141	141	162	156	137	1
48	150	164				
	167	157	170	156	171	1
63	147	171				

ITEM	GROUP 1	GROUP 2
N	49	40
MEAN	150.37	151.05
STANDARD DEVIATION	11.92	14.09

T-VALUE	0.2476
ONE TAILED PROBABILITY	0.4002
POINT-BISERIAL CORRELATION	0.0265

Summary Statistics for Perception of Others Test

THE 49 SCORES FOR GROUP 1:

112 112 109 104 109
99 108 111
105 91 115 115 115 1
11 113 110
86 122 111 102 119 1
09 112 110
98 102 103 103 106 1
16 115 98
111 106 103 100 110 1
05 102 104
102 100 102 97 101
88 104 96
98

THE 40 SCORES FOR GROUP 2:

92 115 110 96 106 1
13 103 116
93 117 115 108 104
98 106 112
101 109 107 104 100 1
00 109 118
94 93 109 102 103 1
11 109 105
101 105 110 103 100 1
19 102 114

ITEM	GROUP 1	GROUP 2
N	49	40
MEAN	105.71	105.80
STANDARD DEVIATION	7.60	7.18

T-VALUE	0.0543
ONE TAILED PROBABILITY	0.4778
POINT-BISERIAL CORRELATION	0.0058

Summary Statistics for Total of Self and Others Tests

THE 48 SCORES FOR GROUP 1:

280 269 270 257 266 2
27 263 261
245 264 280 272 252 2
56 256 238
274 245 253 288 262 2
59 276 247
253 262 254 281 271 2
80 239 250
255 262 233 287 250 2
44 238 235
230 229 236 261 228 2
65 235 249

THE 39 SCORES FOR GROUP 2:

219 265 262 239 259 2
64 242 270
207 278 253 256 267 2
55 246 284
240 274 239 234 255 2
34 296 235
234 271 258 240 259 2
59 269 268
262 280 259 271 282 2
49 285

ITEM	GROUP 1	GROUP 2
N	48	39
MEAN	255.98	256.90
STANDARD DEVIATION	16.49	18.99

T-VALUE	0.2414
ONE TAILED PROBABILITY	0.4025
POINT-BISERIAL CORRELATION	0.0262

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Summary Statistics for Attitude toward Teaching Test

THE 49 SCORES FOR GROUP 1:

	108	140	136	127	76	1
11	126	121				
	98	185	133	111	123	1
36	126	130				
	114	120	125	96	143	1
28	122	139				
	121	138	119	115	125	1
13	138	118				
	123	126	108	115	138	1
13	119	118				
	129	111	113	113	127	1
27	123	122				
	115					

THE 40 SCORES FOR GROUP 2:

	106	119	122	119	125	1
12	115	141				
	110	118	136	134	123	1
23	135	141				
	126	134	117	126	125	1
28	133	140				
	139	118	142	138	99	1
13	128	114				
	117	121	139	119	124	1
25	124	136				

ITEM	GROUP 1	GROUP 2
N	49	40
MEAN	122.47	125.10
STANDARD DEVIATION	15.34	10.55

T-VALUE	0.9207
ONE TAILED PROBABILITY	0.1870
POINT-BISERIAL CORRELATION	0.0982

Summary Statistics for Attitude toward Peer Coaching

THE 49 SCORES FOR GROUP 1:

72 94 63 60 68
65 60 61
55 75 60 50 60
85 70 79
64 99 81 84 105
91 90 96
104 101 78 105 96
79 88 79
76 65 87 79 90
81 95 81
60 69 70 89 78
91 86 60
67

THE 40 SCORES FOR GROUP 2:

62 62 70 66 75
58 96 84
62 60 100 66 93
90 60 105
57 95 90 60 96
73 93 91
104 58 105 88 68
68 87 71
86 90 105 101 67 1
03 79 87

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Coach

ITEM	GROUP 1	GROUP 2
N	49	40
MEAN	78.39	80.78
STANDARD DEVIATION	14.56	16.24

T-VALUE	0.7305
ONE TAILED PROBABILITY	0.2371
POINT-BISERIAL CORRELATION	0.0781

Summary Statistics for Attitude toward Administration

THE 49 SCORES FOR GROUP 1:

	81	96	95	94	50
45	85	70			
	71	82	91	46	93
52	75	53			
	77	85	74	71	105
86	92	95			
	105	50	83	105	76
83	103	58			
	89	65	82	89	86
98	102	97			
	60	70	69	93	62
95	80	90			
	87				

THE 40 SCORES FOR GROUP 2:

	77	48	84	84	60
40	87	72			
	47	74	64	76	101
96	75	105			
	95	98	91	87	79
85	96	95			
	75	60	64	96	15
72	41	38			
	51	80	83	89	75
87	83	57			

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ITEM	GROUP 1	GROUP 2
N	49	40
MEAN	80.43	74.55
STANDARD DEVIATION	16.69	20.26

T-VALUE	-1.5009
ONE TAILED PROBABILITY	0.0666
POINT-BISERIAL CORRELATION	-0.1589

Summary Statistics for Teachers' Perception of Student
Attitude and Self Concept

THE 49 SCORES FOR GROUP 1:

64 99 87 92 81 1
Ø5 91 75
86 73 88 67 78
93 71 87
77 1Ø5 89 82 1Ø5
9Ø 9Ø 93
79 91 74 79 79
71 43 79
9Ø 82 89 69 97
8Ø 99 83
6Ø 63 66 91 68
96 84 93
61

THE 4Ø SCORES FOR GROUP 2:

8Ø 1Ø1 74 81 6Ø
78 97 88
93 76 94 66 92
99 75 9Ø
94 91 93 84 87
78 89 95
82 67 1Ø5 96 9Ø
68 87 89
74 57 66 52 84
92 8Ø 9Ø

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ITEM	GROUP 1	GROUP 2
N	49	4Ø
MEAN	82.33	83.35
STANDARD DEVIATION	13.Ø5	12.49

T-VALUE	Ø.3751
ONE TAILED PROBABILITY	Ø.3550
POINT-BISERIAL CORRELATION	Ø.Ø4Ø2

Summary Statistics Fpr Teachers' Perception of Other Teachers

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THE 48 SCORES FOR GROUP 1:

	79	92	92	90	83
80	88	84			
	83	72	91	105	72
73	79	71			
	87	92	89	105	87
94	97	91			
	71	97	105	85	81
01	95	80			
	81	93	90	90	98
99	88	60			
	60	82	99	81	90
84	60	72			

THE 40 SCORES FOR GROUP 2:

	80	87	82	92	60
60	87	90			
	75	64	105	77	92
00	75	105			
	91	103	90	78	89
87	99	92			
	82	86	97	95	30
63	98	96			
	81	84	96	89	92
05	85	90			

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ITEM	GROUP 1	GROUP 2
N	48	40
MEAN	85.79	85.72
STANDARD DEVIATION	11.29	14.77

T-VALUE	-0.0240
ONE TAILED PROBABILITY	0.5000
POINT-BISERIAL CORRELATION	-0.0026

Summary Statistics for Teachers' Attitude

toward Differentiated Staffing

THE 48 SCORES FOR GROUP 1:

99	78	92	60	15
58 60	60			
79	54	60	105	60
77 50	76			
46	15	41	103	90
86 94	69			
40	72	60	51	88
45 115	60			
61	85	67	91	83
61 60	60			
60	74	31	66	90
89 60	56			

THE 40 SCORES FOR GROUP 2:

60	60	68	68	60
72 23	83			
51	60	105	61	52
83 60	90			
60	91	91	60	74
75 80	70			
54	62	59	90	15
72 77	46			
87	60	60	88	37 1
05 81	75			

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ITEM	GROUP 1	GROUP 2
N	48	40
MEAN	67.75	68.13
STANDARD DEVIATION	21.63	19.15

T-VALUE	0.0853
ONE TAILED PROBABILITY	0.4649
POINT-BISERIAL CORRELATION	0.0092

Summary Statistics for Students'

Perception of Teacher Effectiveness (Elementary)

THE 43 SCORES FOR GROUP 1:

	46	43	44	44	44
47	40	46			
	46	44	42	45	38
41	51	44			
	48	45	41	40	42
49	50	48			
	44	47	47	51	46
43	49	44			
	50	41	45	42	42
46	42	43			
	48	44	38		

THE 40 SCORES FOR GROUP 2:

	49	43	43	46	43
45	38	42			
	51	49	35	42	43
40	43	49			
	45	40	38	42	42
44	43	45			
	44	42	44	44	42
50	51	51			
	46	51	40	42	45
42	49	43			

N. Spencer Elementary

ITEM	GROUP 1	GROUP 2
N	43	40
MEAN	44.65	44.15
STANDARD DEVIATION	3.29	3.87

T-VALUE	-0.6377
ONE TAILED PROBABILITY	0.2663
POINT-BISERIAL CORRELATION	-0.0707

Summary Statistics for Students'

Perception of Teacher Effectiveness (Secondary)

THE 44 SCORES FOR GROUP 1:

	128	86	91	117	118	1
04	129	89				
	119	126	137	126	112	1
02	100	101				
	110	101	83	98	71	1
19	93	131				
	93	93	116	71	116	
94	114	102				
	105	106	85	96	74	1
13	74	104				
	106	137	104	148		

THE 42 SCORES FOR GROUP 2:

	136	145	127	142	123	1
38	109	95				
	123	123	89	94	95	1
25	96	80				
	42	99	123	144	136	1
01	107	115				
	102	110	80	126	108	1
04	113	85				
	100	121	118	102	79	1
13	120	129				
	131	130				

N. Spencer
Secondary

ITEM	GROUP 1	GROUP 2
N	44	42
MEAN	105.50	111.38
STANDARD DEVIATION	18.31	21.11

T-VALUE	1.3822
ONE TAILED PROBABILITY	0.0836
POINT-BISERIAL CORRELATION	0.1491

Appendix B

Examples of Evaluation Instruments Used in the Study

NAME_____ SCHOOL_____ DATE_____

ACCEPTANCE OF SELF AND OTHERS

This is a study of some of your attitudes. Of course, there is no right answer for any statement. The best answer is what you feel is true of yourself.

You are to respond to each question on the answer sheet according to the following scheme:

1	2	3	4	5
Not at all true of myself	Slightly true of myself	About halfway true of myself	Mostly true of myself	True of myself

REMEMBER: the best answer is the one which applies to you.

1. I'd like it if I could find someone who would tell me how to solve my personal problems.

2. I don't question my worth as a person, even if I think others do.

3. I can be comfortable with all varieties of people -- from the highest to the lowest.

4. I can become so absorbed in the work I'm doing that it doesn't bother me not to have any intimate friends.

5. I don't approve of spending time and energy in doing things for other people. I believe in looking to my family and myself more and letting others shift for themselves.

6. When people say nice things about me, I find it difficult to believe they really mean it. I think maybe they're kidding me or just aren't being sincere.

7. If there is any criticism or anyone says anything about me, I just can't take it.

8. I don't say much at social affairs because I'm afraid that peopel will criticize me or laugh if I say the wrong thing.

9. I realize that I'm not living very effectively but I just don't believe that I've got it in me to use my energies in better ways.

10. I don't approve of doing favors for people. If you're too agreeable they'll take advantage of you.

11. I look on most of the feelings and impulses I have toward people as being quite natural and acceptable.

12. Something inside me just won't let me be satisfied with any job I've done-- if it turns out well, I get a very smug feeling that this is beneath me, I shouldn't be satisfied with this, this isn't a fair test.

1	2	3	4	5
Not at all true of myself	Slightly true of myself	About halfway true of myself	Mostly true of myself	True of myself

13. I feel different from other people. I'd like to have the feeling of security that comes from knowing I'm not too different from others.

14. I'm afraid for people that I like to find out what I'm really like, for fear they'd be disappointed in me.

15. I am frequently bothered by feelings of inferiority.

16. Because of other people, I haven't been able to achieve as much as I should have.

17. I am quite shy and self-conscious in social situations.

18. In order to get along and be liked, I tend to be what people expect me to be rather than anything else.

19. I usually ignore the feelings of others when I'm accomplishing some important end.

20. I seem to have a real inner strength in handling things. I'm on a pretty solid foundation and it makes me pretty sure of myself.

21. There's no sense in compromising. When people have values I don't like, I just don't care to have much to do with them.

22. The person you marry may not be perfect, but I believe in trying to get him (or her) to change along desirable lines.

23. I see no objection to stepping on other people's toes a little if it'll help get me what I want in life.

24. I feel self-conscious when I'm with people who have a superior position to mine in business or at school.

25. I try to get people to do what I want them to do, one way or another.

26. I often tell people what they should do when they're having trouble in making a decision.

27. I enjoy myself most when I'm along, away from other people.

28. I think I'm neurotic or something.

29. I feel neither above nor below the people I meet.

30. Sometimes people misunderstand me when I try to keep them from making mistakes that could have an important effect on their lives.

31. Very often I don't try to be friendly with people because I think they won't like me.

1	2	3	4	5
Not at all true of myself	Slightly true of myself	About halfway true of myself	Mostly true of myself	True of myself

32. There are very few times when I compliment people for their talents or jobs they've done.

33. I enjoy doing little favors for people even if I don't know them well.

34. I feel that I'm a person of worth, on an equal plane with others.

35. I can't avoid feeling guilty about the way I feel toward certain people in my life.

36. I prefer to be alone rather than have close friendships with any of the people around me.

37. I'm not afraid of meeting new people. I feel that I'm a worthwhile person and there's no reason why they should dislike me.

38. I sort of only half-believe in myself.

39. I seldom worry about other people. I'm really pretty self-centered.

40. I'm very sensitive. People say things and I have a tendency to think they're criticizing me or insulting me in some way and later when I think of it, they may not have meant anything like that at all.

41. I think I have certain abilities and other people say so too, but I wonder if I'm not giving them an importance way beyond what they deserve.

42. I feel confident that I can do something about the problems that may arise in the future.

43. I believe that people should get credit for their accomplishments, but I very seldom come across work that deserves praise.

44. When someone asks for advice about some personal problem, I'm most likely to say, "It's up to you to decide," rather than tell him what he should do.

45. I guess I put on a show to impress people. I know I'm not the person I pretend to be.

46. I feel that for the most part one has to fight his way through life. That means that people who stand in the way will be hurt.

47. I can't help feeling superior (or inferior) to most of the people I know.

48. I do not worry or condemn myself if other people pass judgment against me.

49. I don't hesitate to urge people to live by the same high set of values which I have for myself.

1	2	3	4	5
Not at all true of myself	Slightly true of myself	About halfway true of myself	Mostly true of myself	True of myself

50. I can be friendly with people who do things which I consider wrong.

51. I don't feel very normal, but I want to feel normal.

52. When I'm in a group I usually don't say much for fear of saying the wrong thing.

53. I have a tendency to sidestep my problems.

54. If people are weak and inefficient I'm inclined to take advantage of them. I believe you must be strong to achieve your goals.

55. I'm easily irritated by people who argue with me.

56. When I'm dealing with younger persons, I expect them to do what I tell them.

57. I don't see much point to doing things for others unless they can do you some good later on.

58. Even when people do think well of me, I feel sort of guilty because I know I must be fooling them--that if I were really to be myself, they wouldn't think well of me.

59. I feel that I'm on the same level as other people and that helps to establish good relations with them.

60. If someone I know is having difficulty in working things out for himself, I like to tell him what to do.

61. I feel that people are apt to react differently to me than they would normally react to other people.

62. I live too much by other people's standards.

63. When I have to address a group, I get self-conscious and have difficulty saying things well.

64. If I didn't always have such hard luck I'd accomplish much more than I have.

ATTITUDE TOWARD TEACHING

Name_____ Date_____

DIRECTIONS: Following is a list of statements that someone might say about teaching. Of course, there is no right answer to any of them. The best answer is what you feel is true about your own belief.

You are to respond to each question on the answer sheet with the following scheme:

1	2	3	4	5
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

101. I am "crazy" about teaching.

102. The very existence of humanity depends on teaching.

103. Teaching is better than anything else.

104. I like teaching better than anything I can think of.

105. Teaching is profitable to everyone.

106. Teaching fascinates me.

107. Teaching has an irresistible attraction for me.

108. Teachers are liked by almost everyone.

109. I like teaching too well to ever give it up.

110. The merits of teaching as a career far outweight its defects.

111. Teaching makes for happier living.

112. Teaching is boring.

113. The job of teaching has limitations and defects.

114. I like many jobs better than teaching.

115. Teaching has several disadvantages.

116. Teaching has many undesirable features.

117. Teachers are disliked by many people.

118. I should not have to make my living by teaching when there are many better jobs.

119. Life would be happier without my having to teach.

120. Teaching is not endorsed by logical minded persons.

121. Teaching as a career would not benefit anyone with common sense.

122. Teaching accomplishes little for the individual or for society.

123. I hate teaching.

124. Teaching is bunk.

125. No sane person would be a teacher.

126. Nobody really likes to teach.

127. Words can't express my antagonism toward teaching.

128. Teaching is the worst thing I know.

129. Teaching is more of a plague than a profession.

130. Teaching is just about the worst career there is.

FACTORS OF TEACHING

NAME _____ DATE _____

The purpose of this study is to measure the meanings of certain things to various people by having them judge them against a series of descriptive scales. In taking this test, please make your judgments on the basis of what these things mean to you. On each page of this booklet you will find a different concept to be judged and beneath it a set of scales. You are to rate the concept on each of these scales in order. Here is how you are to use these scales:

If you feel that the concept at the top of the page is very closely related to one end of the scale, you should place your check-mark as follows:

fair __X__:___:___:___:___:___:_____ unfair

or

fair ___:___:___:___:___:___:__X__ unfair

If you feel that the concept is quite closely related to one or the other end of the scale (but not extremely), you should place your check-mark as follows:

strong ___:__X__:___:___:___:___:___ weak

or

strong ___:___:___:___:___:__X__:_____ weak

If the concept seems only slightly related to one side as opposed to the other side (but is not really neutral), then you should check as follows:

active ___:___:__X__:___:___:___:_____ passive

or

active ___:___:___:___:__X__:___:_____ passive

The direction toward which you check, of course, depends upon which of the two ends of the scale seem most characteristic of the thing you're judging.

If you consider the concept to be neutral on the scale, both sides of the scale equally associated with the concept, or if the scale is completely irrelevant, unrelated to the concept, then you should place your check-mark in the middle space:

safe ___:___:___:__X__:___:___:___ dangerous

IMPORTANT: (1) Place your check-marks in the middle of the spaces, not on the boundaries:

THIS NOT THIS

___:___:___:___:__X__:___X___

(2) Be sure you check every scale for every concept - do not omit any.

(3) Never put more than one check-mark on a single scale.

Sometimes you may feel as though you've had the same item before on the test. This will not be the case, so do not look back and forth through the items. Do not try to remember how you checked similar items earlier in the test. Make each item a separate and independent judgment. Work at fairly high speed through this test. Do not worry or puzzle over individual items. It is your first impressions, the immediate "feelings" about the items, that we want. On the other hand, please do not be careless, because we want your true impressions.

COACHING

timely	____	____	____	____	____	____	____	untimely
strong	____	____	____	____	____	____	____	weak
good	____	____	____	____	____	____	____	poor
optimistic	____	____	____	____	____	____	____	pessimistic
warm	____	____	____	____	____	____	____	cold
sharp	____	____	____	____	____	____	____	dull
effective	____	____	____	____	____	____	____	ineffective
clear	____	____	____	____	____	____	____	confusing
valuable	____	____	____	____	____	____	____	worthless
essential	____	____	____	____	____	____	____	unimportant
active	____	____	____	____	____	____	____	passive
kind	____	____	____	____	____	____	____	cruel
liked	____	____	____	____	____	____	____	hated
sharp	____	____	____	____	____	____	____	dull
bright	____	____	____	____	____	____	____	dark

ADMINISTRATION

timely	____	____	____	____	____	____	____	untimely
strong	____	____	____	____	____	____	____	weak
good	____	____	____	____	____	____	____	poor
optimistic	____	____	____	____	____	____	____	pessimistic
warm	____	____	____	____	____	____	____	cold
sharp	____	____	____	____	____	____	____	dull
effective	____	____	____	____	____	____	____	ineffective
clear	____	____	____	____	____	____	____	confusing
valuable	____	____	____	____	____	____	____	worthless
essential	____	____	____	____	____	____	____	unimportant
active	____	____	____	____	____	____	____	passive
kind	____	____	____	____	____	____	____	cruel
liked	____	____	____	____	____	____	____	hated
sharp	____	____	____	____	____	____	____	dull
bright	____	____	____	____	____	____	____	dark

STUDENTS' ATTITUDE AND SELF-CONCEPT

timely	____	____	____	____	____	____	____	untimely
strong	____	____	____	____	____	____	____	weak
good	____	____	____	____	____	____	____	poor
optimistic	____	____	____	____	____	____	____	pessimistic
warm	____	____	____	____	____	____	____	cold
sharp	____	____	____	____	____	____	____	dull
effective	____	____	____	____	____	____	____	ineffective
clear	____	____	____	____	____	____	____	confusing
valuable	____	____	____	____	____	____	____	worthless
essential	____	____	____	____	____	____	____	unimportar
active	____	____	____	____	____	____	____	passive
kind	____	____	____	____	____	____	____	cruel
liked	____	____	____	____	____	____	____	hated
sharp	____	____	____	____	____	____	____	dull
bright	____	____	____	____	____	____	____	dark

OTHER TEACHERS

timely	____	____	____	____	____	____	____ untimely
strong	____	____	____	____	____	____	____ weak
good	____	____	____	____	____	____	____ poor
optimistic	____	____	____	____	____	____	____ pessimistic
warm	____	____	____	____	____	____	____ cold
sharp	____	____	____	____	____	____	____ dull
effective	____	____	____	____	____	____	____ ineffective
clear	____	____	____	____	____	____	____ confusing
valuable	____	____	____	____	____	____	____ worthless
essential	____	____	____	____	____	____	____ unimportant
active	____	____	____	____	____	____	____ passive
kind	____	____	____	____	____	____	____ cruel
liked	____	____	____	____	____	____	____ hated
sharp	____	____	____	____	____	____	____ dull
bright	____	____	____	____	____	____	____ dark

DIFFERENTIATED STAFFING

(Teachers who possess different proficiencies will do different kinds of jobs and be compensated accordingly.)

timely	____	____	____	____	____	____	____	untimely
strong	____	____	____	____	____	____	____	weak
good	____	____	____	____	____	____	____	poor
optimistic	____	____	____	____	____	____	____	pessimistic
warm	____	____	____	____	____	____	____	cold
sharp	____	____	____	____	____	____	____	dull
effective	____	____	____	____	____	____	____	ineffective
clear	____	____	____	____	____	____	____	confusing
valuable	____	____	____	____	____	____	____	worthless
essential	____	____	____	____	____	____	____	unimportant
active	____	____	____	____	____	____	____	passive
kind	____	____	____	____	____	____	____	cruel
liked	____	____	____	____	____	____	____	hated
sharp	____	____	____	____	____	____	____	dull
bright	____	____	____	____	____	____	____	dark

Teachers Name_____

Teaching Student No._____ Date_____

Teachers Teacher_____

School_____

ABOUT MY TEACHER

Directions: During the next few minutes you are going to answer some questions about your teacher. If the answer to a question is no, draw an X through the word No. If the answer to a question is sometimes, draw an X through the word Sometimes. If the answer to a question is yes, draw an X through the word yes.

1.	My teacher calls on me as often as everyone else.	Yes	Sometimes	No
2.	When I answer a question, my teacher tells me if my answer is right or wrong.	Yes	Sometimes	No
3.	My teacher stands close to my desk to talk to me or to check my work.	Yes	Sometimes	No
4.	When my teacher speaks to students, he/she often touches them.	Yes	Sometimes	No
5.	My teacher likes me.	Yes	Sometimes	No
6.	My teacher wants me to do a good job at school.	Yes	Sometimes	No
7.	My teacher gives me help when I need it.	Yes	Sometimes	No

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8.	My teacher thinks I'm a neat kid.	Yes	Sometimes	No
9.	My teacher cares about me.	Yes	Sometimes	No
10.	My teacher tells me why she/he likes things I do in class.	Yes	Sometimes	No
11.	My teacher shows my work to the class.	Yes	Sometimes	No
12.	My teacher knows about my pets, family, and trips I've taken.	Yes	Sometimes	No
13.	When I can't answer a question, my teacher gives me help.	Yes	Sometimes	No
14.	My teacher listens when I talk.	Yes	Sometimes	No
15.	My teacher understands how I feel when something good or bad has happened to me.	Yes	Sometimes	No
16.	If I break my teacher's rules, I know what will happen.	Yes	Sometimes	No
17.	If I break a rule or disobey, my teacher still likes me.	Yes	Sometimes	No

TEACHERS TEACHING TEACHERS
STUDENT ATTITUDE INVENTORY
STUDENT ATTITUDE TOWARD INSTRUCTION

This is not a test of information. Therefore, there is no one "right" answer to a question. We are interested in your opinion on each of the statements below. Your opinions will be confidential. Do not hesitate to put down exactly how you feel about each item. We are trying to get information, not compliments. Please be frank. If you don't understand a question, ask someone for help.

NAME_____DATE _____

NAME OF TEACHER_____

CLASS _____

1. My teacher calls on me to answer questions, read aloud, or do problems on the board as often as she/he calls on everyone else.

   Most of the time : Often : Sometimes : Seldom : Never

2. I have to be prepared in this class because I never know when my teacher is going to call on me to answer.

   Most of the time : Often : Sometimes : Seldom : Never

3. When I answer a question, my teacher tells me right away if my answer is correct or not.

   Most of the time : Often : Sometimes : Seldom : Never

4. My teacher stands close to my desk at times during the day to talk to me or to check my classwork.

   Most of the time : Often : Sometimes : Seldom : Never

5. My teacher moves around the room speaking to students and/or touching them as he/she passes their desks.

   Most of the time : Often : Sometimes : Seldom : Never

6. My teacher moves students around a lot so no one has to sit in the back all the time.

Most of the time : Often : Sometimes : Seldom : Never

7. My teacher cares about me.

Most of the time : Often : Sometimes : Seldom : Never

8. My teacher wants me to do well in school.

Most of the time : Often : Sometimes : Seldom : Never

9. My teacher gives me help when I need it.

Most of the time : Often : Sometimes : Seldom : Never

10. My teacher gives me suggestions on how to improve my work.

Most of the time : Often : Sometimes : Seldom : Never

11. My teacher shows that he/she is pleased when I do well in my learning activities.

Most of the time : Often : Sometimes : Seldom : Never

12. My teacher praises me when I answer questions correctly or do well on classwork.

Most of the time : Often : Sometimes : Seldom : Never

13. My teacher shows courtesy to me by saying "Thank you" and "Please" when he/she talks to me.

Most of the time : Often : Sometimes : Seldom : Never

14. My teacher respects me.

Most of the time : Often : Sometimes : Seldom : Never

15. When my teacher calls on me to answer a question, he/she gives me time to think before I have to answer.

Most of the time : Often : Sometimes : Seldom : Never

16. My teacher tells me why he/she likes what I accomplish in this class.

Most of the time : Often : Sometimes : Seldom : Never

17. When I do really good work on an assignment, my teacher tells me exactly what is good about my work.

Most of the time : Often : Sometimes : Seldom : Never

18. My teacher sometimes shows my work to the class and praises what I have done.

Most of the time : Often : Sometimes : Seldom : Never

19. My teacher compliments me on personal things, like the way I look or things I do which are not a part of our work in class.

Most of the time : Often : Sometimes : Seldom : Never

20. My teacher is interested in what I do outside of school.

Most of the time : Often : Sometimes : Seldom : Never

21. My teacher knows about my pets, hobbies, family, trips I've taken, and other personal things.

Most of the time : Often : Sometimes : Seldom : Never

22. When I am having trouble answering a question, my teacher gives me clues to help me get the answer.

Most of the time : Often : Sometimes : Seldom : Never

23. My teacher listens to me when I talk to her/him, even when she/he is busy.

Most of the time : Often : Sometimes : Seldom : Never

24. I know my teacher listens to me when I talk to her/him because she/he looks at me.

Most of the time : Often : Sometimes : Seldom : Never

25. My teacher likes me.

Most of the time : Often : Sometimes : Seldom : Never

26. My teacher sometimes touches students in a friendly way.

Most of the time : Often : Sometimes : Seldom : Never

27. My teacher expects me to think because she/he asks me questions that I have to think about before I can answer.

Most of the time : Often : Sometimes : Seldom : Never

28. My teacher challenges me because he/she expects me to think instead of just remembering answers from the book.

Most of the time : Often : Sometimes : Seldom : Never

29. My teacher understands how I feel when something bad or good has happened to me.

Most of the time : Often : Sometimes : Seldom : Never

30. My teacher accepts my feelings.

Most of the time : Often : Sometimes : Seldom : Never

31. If I choose to break my teacher's rules, I know what the consequences will be.

Most of the time : Often : Sometimes : Seldom : Never

32. When I break a rule or disobey the teacher, I know that she/he still likes me even if she/he is upset with what I did.

Most of the time : Often : Sometimes : Seldom : Never